

PROMOTION AND TENURE GUIDELINES

GENERAL PURPOSES AND RESPONSIBILITIES

The quality of Oregon State University is sustained through the dedicated and creative work of the faculty. Objective, systematic, and thorough appraisal of each candidate for initial and continued appointment, for promotion in academic rank, and for the granting of indefinite tenure is therefore important. The purpose of these guidelines is to provide common criteria and procedures for tenure and promotion for all Oregon State University faculty in the professorial ranks. Guidelines for promoting instructors, research assistants, and faculty with courtesy or research appointments are **included with** these criteria.

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Promotions in rank and the granting of tenure are based on merit. They are never automatic or routine, and are made without regard to race, color, religion, gender, age, marital status, sexual orientation, disability, political affiliation, or national origin. In general, promotions are awarded to recognize the level of faculty members' contributions to the missions of the University in teaching, advising, and other assignments; in scholarship and creative activity; and in institutional, public, and professional service.

Responsibility for promotion and tenure recommendations rests principally with the senior members of the faculty, unit administrators, and academic deans. Final responsibility rests with the Provost and Executive Vice President. Reviewers base their recommendations on carefully prepared dossiers that document and evaluate the accomplishments of each candidate **measured relative to the duties of each individual as enumerated in their position description.**

CRITERIA FOR PROMOTION AND TENURE

General Guidelines

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties, in their scholarship or creative activity, and in their professional service. Each of these responsibilities will be documented in the dossier.

Oregon State University is committed to educating, both on and off campus, the citizens of Oregon, the nation, and the international community, and in expanding and applying knowledge. The responsibilities of individual faculty in relation to these fundamental commitments will vary and will be specified in **his or her individualized** position description. Whatever the assignment, faculty in the professorial ranks will engage in appropriate scholarship or other creative activity, **with a minimum of 15% FTE allocated to this.**

In addition to these primary responsibilities, all faculty are expected to be collegial members of their units, and to perform appropriate service that contributes to the effectiveness of their departments, colleges, and the University, and of their professions. Relative contributions expected in the three areas of responsibility will depend on the faculty member's assignment.

Faculty Responsibilities

As a general principle, any faculty member's responsibilities may be subdivided into three major categories: 1) assigned duties, 2) scholarship and creative activities, and 3) service. The most commonly assigned duties include: a) research, b) teaching and/or advising and c) extension and/or outreach, but there is the potential for a number of other assigned duties as described below. The following provides a general description of the categories of assigned duties, scholarship and service. The position description is where more specific expectations are enumerated and form the basis for evaluation (see the University's Guidelines for Position Descriptions for Academic Employees).

Assigned Duties

Research: Although research activities for many faculty are clearly scholarly and creative activities, for the purposes of these guidelines, research is defined to allow its inclusion in either the assigned duties or the scholarly activities category.

In general, research activities consist of the active pursuit of new ideas and knowledge. Research may add to our theoretical understanding of an area or may focus on the improved application of existing knowledge. Research results are typically scholarly in nature, with peer review affirmation. However, there are other outcomes of research activities that should be accommodated accurately in our system.

Many faculty in technical fields are expected to participate actively in research. The exact definition of research for the purposes of promotion and tenure decisions, however, is discipline specific. Thus, research may also include interpretation and application of new ideas or new methods. Research expectations and outcomes should be clearly understood by faculty within their specific discipline and delineated in faculty position descriptions.

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Teaching: The teaching of students is central to the mission of Oregon State University. Most faculty have significant responsibilities in instruction:

- in presenting resident credit courses, international programs, for credit distance-learning programs;
- in directing undergraduate and graduate research or projects, internships, and theses, and serving on master and doctoral committees;
- in collaborating with and mentoring undergraduate and graduate students, and postdoctoral associates.

When teaching is part of the faculty assignment, effectiveness in teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in instruction can be promoted and tenured only when there is clear documentation of effective performance in the teaching role.

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- contribution in curricular development, including collaborative courses and programs;
- innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following unit guidelines for peer review of teaching; tabulated responses from learners or participants; and evaluation, by student representatives, of materials that pertain to teaching. Results from questions 1 and 2 from the current Student Evaluation of Teaching (SET) forms should be included for every course taught by the candidate. Other questions from the SET may be included at the discretion of the candidate. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Advising is an important component of teaching. All faculty members must also be committed to the well-being of students, both inside and outside the classroom. Effective advising helps create an environment which fosters student learning and student retention. The formal and informal advising and mentoring of undergraduate and graduate students is an indispensable component of the broader educational experience at the University.

Faculty advising may take the form of assisting students in the selection of courses or careers, serving as faculty adviser with student groups, assisting learners in educational programs both on and off campus, and mentoring students. For promotion and tenure, performance in such activities must be documented and evaluated. Documentation should include the number of students served and the advising or mentoring services provided. Evaluation will consider the innovation and creativity of the services, and their effectiveness; it may be based on systematic surveys of and assessments by students and former students who received these services, when signed by the students.

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Extension: In general, extension is the informal education (non-credit) that is conducted by faculty members in response to specific needs of client groups in a particular geographic area or a group with common interests. It incorporates a learning process specifically designed for the audience and promotes learning by, from, and with client groups. Extension also seeks to integrate education with research activities and frequently engages volunteers who extend the effectiveness of extension programs. Extension programming often includes non-credit seminars, workshops, continuing-education and distance-learning programs (including E-campus), camps, free choice learning, and field days.

Evaluation of extension education is based on a combination of systematic and on-going peer evaluations, following unit guidelines for peer review of teaching/extension, and tabulated responses from participants. When extension is part of the faculty assignment, effectiveness in extension teaching is an essential criterion for appointment or advancement. Faculty with responsibilities in extension can be promoted and tenured only when there is clear documentation of effective performance in this aspect of the extension role.

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Other Assignments:

These may include but are not restricted to the following: Counseling, Academic Administration, International Assignments, Information Services, Libraries, Diagnostic and Analytical Facilitation, and Student Services.

General Characteristics of this group:

- Discipline specific work for which the faculty member was hired
- Requires expertise and training at the faculty level
- The work is done at the behest of others
- The work does not always, or even commonly produce results that fall into scholarly or creative materials directly attributable to that individual
- The specific expectations of these assignments must be described in the position description

Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty member's success in achieving them. Documentation should include the number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and may be based on systematic surveys of, and assessments by, those who received the services, when signed by the evaluators.

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Scholarship and Creative Activity

All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically, such work in its diverse forms must be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself. Intellectual work in research, teaching, extension, or other assignments is scholarship if it is shared with peers in journals, in formal peer-reviewed presentations at professional meetings, or in comparable peer-evaluated forums.

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Scholarship and creative activity derive from many activities, including but not limited to:

- research contributing to a body of knowledge;
- development of new technologies, materials, methods, or educational approaches;
- integration of knowledge or technology leading to new interpretations or applications,
- creation and interpretation in the arts, including the performing arts.
- Work on steering committees, funding agency panels and editorships where the outcome is a fundamental change in the field's direction.

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While the kinds of scholarship for faculty across the range of positions at the University will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University will sustain a uniformly high standard. In some fields, refereed journals and monographs are the traditional media for communication and peer validation; in others,

exhibitions and performances. In still other fields, emerging technologies are creating, and will continue to create, entirely new media and methods. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

When work that is the product of joint effort is presented as evidence of scholarship, clarification of the candidate's role in the joint effort should be provided in the dossier.

In certain positions, seeking competitive grants and contracts is an essential responsibility, and success in this endeavor --particularly when the grants are highly competitive and peer-reviewed-- is a component of achievement in scholarship.

Service

Faculty service is essential to the University's success in serving its central missions, and is a responsibility of all faculty. Faculty ~~will should~~ be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions. ~~As with other duties, the FTE ascribed to service in the position description should be an accurate representation of the time assigned to the activity.~~

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Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and its programs (institutional service), and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which OSU is a part. The part of faculty members' service duties that draw upon their professional expertise and/or are relevant to their assignment, may be considered as a component of a faculty member's scholarly activity, if the work meets the standard criteria of peer validation and dissemination. The appropriate designation of each service duty should be discussed with the individual's supervisor prior to taking on the duty.

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Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that it contributes to the mission of the University.

Criteria for Granting Indefinite Tenure

Tenure ensures the academic freedom that is essential to an atmosphere conducive to the free search for knowledge, and the attainment of excellence in the University. But in addition, tenure also reflects and recognizes a candidate's potential long-term value to the institution, as evidenced by

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professional performance and growth. Tenure sets universities apart from other institutions. Faculty are not merely employed by the University but are **integral to** the educational and research programs of the University; tenured faculty are the community of educators who create institutional stability and an ongoing commitment to excellence. Tenure, therefore, will be granted to faculty members whose character, achievements in serving the University's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The granting of tenure is more significant than promotion in academic rank.

Tenure is granted for achievement, not for years in rank, but under normal circumstances faculty will be considered for tenure in their sixth year of service in professorial rank. By the end of the sixth year on tenure track ("annual tenure"), the faculty member must be granted indefinite tenure or be given a year's timely notice that the appointment will not be continued. A faculty member who works less than 1.0 FTE will have his or her tenure clock adjusted in accordance with the rules of the State Board of Higher Education (see OAR 580-021-0125). **The tenure clock will begin on the September 16th following the faculty member's hire, unless otherwise stipulated in the offer letter. The number of years of credit for prior service (if any) must be stated in the offer letter, along with the date by which tenure must be granted.** Under extenuating circumstances, such as personal or family illness, a faculty member can request of the Provost and Executive Vice President that the tenure clock be extended. A one-year **extension will be granted for leave taken under the Family and Medical Leave Act that extends for 3 months or more. Requests for extension of the tenure clock should come at the time of the extenuating circumstances, and will not be accepted after June 1 of the calendar year preceeding the calendar year in which the tenure decision will be made.**

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The tenure decision is based primarily on the candidate's performance of **teaching, advising, and other assignments,** achievements in scholarship, **and service.** In judging the suitability of the candidate for indefinite tenure, however, it is also appropriate to consider collegiality, professional integrity, and willingness to accept and cooperate in assignments.

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Criteria for Promotions

Criteria for Promotion from Assistant to Associate Professor

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- demonstrated effectiveness in teaching, advising, and other assigned duties;
- achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- appropriate **balance of** institutional and professional service.

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Promotion to Associate Professor does not automatically grant tenure. Tenure will usually accompany a promotion, but the decision on tenure is made independently of the decision on promotion.

Criteria for Promotion to Professor

Promotion to the rank of Professor is based upon evidence of the candidate's:

- distinction in teaching, advising, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, **new and innovative teaching, curricular development, awards and recognition;**
- distinction in scholarship, as evident in the candidate's wide recognition and significant contributions to the field or profession;
- exemplary institutional and professional service, and an appropriate balance between the two.

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Criteria for Promotion of Clinical, Research, Fixed Term Extension and Courtesy Faculty
 Faculty with clinical, senior research, **fixed term extension** and courtesy appointments will be expected to meet the same criteria for advancement in professorial rank as those with regular appointments. Given the nature of the appointments, commitments in some areas of responsibility may be greater than in others, but the criteria for scholarship will adhere to the same standard expected of faculty with regular appointments. Additional background information on clinical faculty are available at [Guidelines for Clinical Faculty Appointments and Promotion](#).

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Criteria for Promotion and Tenure of Instructors

Promotion from the rank of Instructor to Senior Instructor may be considered after four years of service, **calculated from the September 16th after hiring**. For fixed term instructors with extended prior service, promotion to the rank of senior instructor cannot be made effective before the end of the third year of service. To be promoted, a candidate must:

- have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience;
- have special skills or experience needed in the unit;
- have an exceptional record of achievement in the assigned duties.

The criteria for Teaching, Advising, and Other Assignments in this document can provide guidelines for documenting and evaluating the level of achievement. Promotions cannot be made from non-professorial to professorial ranks.

Tenure-track Instructors

A tenure-track Instructor position is defined by teaching, advising and other assigned duties as delineated in the position description, and has a focus on a specialized assignment within an academic program. Such positions carry an expectation of scholarship as defined in the position description. Faculty in such positions are expected to demonstrate their potential for long-term contribution to the institution.

Only those instructors hired into tenure-track positions are eligible for tenure. Tenure-track instructors must hold a minimum of a Masters degree. Promotion and tenure of tenure-track instructors shall be governed by the promotion and tenure process and guidelines. This means that a tenure-track instructor, under normal circumstances, will be considered for tenure in their sixth year of service. By the end of the sixth year, a tenure-track instructor must be granted indefinite tenure or be given a year's timely notice that the appointment will not be renewed. Instructors in tenure-track positions who have extended prior service as fixed term instructors may be eligible for tenure after three years of tenure-track status.

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 Faculty with non-professorial rank are hired in positions to meet units' specific needs. Criteria for promotion will therefore be specific to the candidate's position.¶

Criteria for Promotion of Faculty Research Assistants

Faculty with non-professorial rank are hired in positions to meet units' specific needs. Criteria for promotion will therefore be specific to the candidate's position description.

Promotion from Faculty Research Assistant to Senior Faculty Research Assistant may be considered after four years of service, **calculated from the September 16th after hiring.** For Faculty Research Assistants with extended prior service, promotion to the rank of Senior FRA cannot be made effective before the end of the third year of service. To be promoted, a candidate must:

- have a graduate degree appropriate to the field in which the research activities are performed, or comparable educational or professional experience;
- demonstrate a high level of competence, achievement, and potential in research, or serve effectively in a position requiring high individual responsibility or special professional expertise;
- demonstrate a high degree of initiative in research and leadership among research colleagues in the department, as documented in authorship, management responsibilities, and creative approaches to research.

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 <#>have a graduate degree appropriate to the assigned duties, or comparable educational or professional experience; ¶
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FACULTY DOSSIERS

Compilation of the Dossier

Promotion and tenure decisions are based primarily on an evaluation of the faculty member's achievements as described in his or her dossier. The dossier must document and contain evaluation of the candidate's performance in teaching, advising, or other assignments; in scholarship; and in service, consistent with the candidate's position. Copies of the current Dossier Preparation Guidelines and models for requesting letters of evaluation can be obtained from the Office of Academic Affairs.

Although the candidate prepares much of the material for the dossier, the immediate supervisor of the tenure unit (department chair or head, county staff chair, dean or director) will assure that the candidate receives assistance as needed, and will be responsible for seeing that the final dossier is complete and conforms to University guidelines.

Recommendations for the promotion or tenure of a unit supervisor will be reviewed in the same manner as for other faculty, except that the dean or director to whom the supervisor reports will appoint a senior faculty member to assume the supervisor's usual responsibilities.

Access to the Dossier and University Files by the Faculty Member

As described in the OSU Faculty Records Policy contained in the Faculty Handbook, faculty members will be allowed full access to their own dossiers, personnel files, and records kept by the institution, college, or department, except for:

- letters of evaluation submitted as part of a pre-employment review at Oregon State University;
- solicited letters of evaluation for faculty who have signed voluntary waivers of access to those letters as part of a particular year's promotion and tenure review.

Prior to the dossier receiving its first formal review by the department P&T committee, the candidate must sign and date a certification that the open part of the dossier is complete. Should the candidate and the supervisor of the tenure unit disagree on the inclusion of some materials, the candidate may indicate his or her objection in the statement of certification. Once the dossier is certified, the only materials to be added subsequently will be the letters of committee and administrative review, and in some cases the candidate's response to an evaluation as described in the following section. **If manuscripts are accepted for publication after the dossier is certified, it is the faculty member's responsibility to inform his or her supervisor. That information will then be considered in the review.**

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Throughout the process of review, the open parts of the dossier remain available to the candidate at his or her request. The candidate will be notified when letters of evaluation by reviewers at the unit and college levels are added to the dossier.

PROCEDURAL GUIDELINES FOR PROMOTION AND TENURE

The process for earning promotion and tenure begins at the moment of hiring. Faculty are hired with expectations in job performance, scholarship, and service that are established in position descriptions, which may then be revised as the tenure unit's needs and the faculty member's assignments change. From the time of their arrival at the University, new faculty should be well advised of what is expected of them for promotion and tenure. Reports from the annual Periodic Reviews of Faculty (PROF's) including any more intensive **third-year review**, while not included in the candidate's dossier for promotion and tenure, are used by supervisors in tenure units to inform faculty, in a constructive way, of their progress toward promotion and tenure.

Declaration and Management of Conflicts of Interest

In order that we maintain objectivity in the promotion and tenure process, it is critical that we declare and manage special relationships between candidates and other faculty/administrators that might create real or apparent bias in the process. This means that evaluators who have a relationship with a candidate should be forthcoming in making that relationship known, consistent with University policies and these Guidelines, and act to insure that their participation in no way undermines the objectivity of the evaluation process. This includes personal relationships as well as professional relationships such as those with former advisees and collaborators. A faculty member or administrator involved in the P&T evaluation process must declare any conflict of interest that arises from these circumstances.

Policy for dealing with conflicts of interest stemming from a personal relationship are covered in both OSU's consensual relations policy (<http://oregonstate.edu/dept/affact/policy/consensual.php>) and in OAR 580-022-0055 (2), which generally prohibits an academic staff member from participating in employment decisions involving the staff member's spouse, child or stepchild (reference - http://arcweb.sos.state.or.us/rules/OARS_500/OAR_580/580_022.html)

With respect to professional relationships, if anyone involved in the P&T evaluation process has a professional relationship with a candidate under consideration, he or she must declare the nature of the professional relationship before any discussion takes place. In addition, the specific nature of the relationship should be noted in any written evaluation. If, after consultation, the unit P&T committee chair or the Vice Provost for Academic Affairs feels that the process would be compromised by the participation of any individual, that faculty member must recuse him or herself from any discussion or voting on that particular case.

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In some cases, the candidate's supervisor will participate in the preliminary discussions in order to provide information on process prior to deliberations. However, the supervisor may participate only if invited by the unit committee and must not participate in the deliberations. Supervisors who have a past or current personal or professional relationship with the candidate that might compromise the evaluation process (example: former advisee undergoing evaluation) must either recuse themselves from the process and find a substitute, or state the nature of the relationship at the beginning of the evaluation letter. In no case will they participate in the voting as a member of the committee. This includes cases such as department heads serving on College level P&T committees. In such cases, department heads must recuse themselves from the discussion and voting on any case related to their own department.

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Initiation of the Recommendation

Tenure resides in the academic unit, which for most faculty will be the department. Final decisions on promotion and tenure are made by the Provost and Executive Vice President, but the primary responsibility for evaluating the candidate's performance and recommending promotion and tenure actions rests in the tenure unit and college. The supervisor of the tenure unit or a committee of faculty assigned this responsibility, in consultation with the candidate, will normally initiate the candidate's review for promotion and tenure. The supervisor of the tenure unit will also work in cooperation with any other supervisors to whom the faculty member reports. The candidate, however, always has the right to initiate the review. In either case, a complete dossier will be compiled.

Tenure Unit Review and Recommendation

In all but rare cases, the supervisor of the tenure unit and a promotion and tenure review committee formed from among the tenured faculty within the unit (at or above the rank for which the candidate is being considered) will independently evaluate the materials in the dossier, and will recommend either for or against the candidate's promotion or tenure. **If there are not enough tenured faculty at or above the rank of the candidate within the unit (there should be at least three on the committee), the supervisor can invite faculty from outside the unit to serve as voting members on the committee.**

Retired faculty (even those on 1040 assignments) are not eligible to vote at the tenure unit level. If the individual serving in the department chair/head role is on a 1040 assignment, he/she can write the supervisor's letter of evaluation. Committees can include faculty at all ranks who can contribute to the discussion and evaluation, but only those at or above the rank of the candidate may vote. An effort should be made to make evaluation committees at all levels representative of the diversity of faculty perspectives found in the university community.

The supervisor will also consult the candidate's personnel file maintained in the unit. In the supervisor's letter of evaluation, he or she will comment on any information in that file that is relevant to the evaluation of assigned duties, scholarship, service, collegiality, professional integrity, or willingness to accept and cooperate in assignments.

If both the supervisor's and the committee's recommendations are negative, the dossier will not be forwarded to the next level of review, unless the candidate, following discussion with the supervisor, insists, or the candidate is in the final year of annual tenure. In such cases the dossier must be forwarded for consideration, unless the candidate submits a letter of resignation.

The letters from the supervisor and the promotion and tenure review committee are to evaluate the relative strengths and weaknesses of the candidate's performance. If the candidate reports to, or works closely with, more than one supervisor, letters from each should be included. These letters should summarize and comment on key points in the letters of evaluation solicited from qualified reviewers in the candidate's field. Evaluators should be identified only by a coded reference number or letter when referring to a comment in a confidential letter.

As required by the Oregon State Board of Higher Education, students will be invited to participate in the review of faculty for promotion and tenure. The supervisor of the tenure unit or dean will work with the candidate to select and invite an appropriate number of students to serve on a committee to evaluate the candidate's materials related to teaching and advising. Ideally, about half of the student representatives should be chosen by the candidate and half by the supervisor. The students should be able to address the candidate's performance in his or her teaching and advising assignments. A letter of evaluation written and signed by all students on the evaluation committee will be added to the dossier. Any disagreement among members of the committee should be reflected in the letter. Units may develop a similar process for evaluating the delivery of programs to other clients. Dossiers should include a single letter from these committees, not individual letters from students or other clients.

Faculty with teaching and/or Extension/outreach assignments should have a letter from their peer teaching review committee that summarizes all peer teaching reviews over the evaluation timeframe.

Prior to the dossier leaving the unit, the supervisor will meet with the candidate to share the outcomes of the unit reviews. The candidate may add a written statement regarding these reviews, to be included in the dossier. In addition, at any time during the review process the candidate may withdraw his or her dossier.

College Review and Recommendation

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The candidate's dossier -- including the letters of evaluation and recommendation from the supervisor, the faculty committee, and the student or client representatives; together with the candidate's response to the departmental evaluation when one is added -- is forwarded for review at the college level. The college review should ensure that each dossier has been carefully and properly prepared, and that uniform or equivalent standards are applied to all faculty within the college. Any college processes must be consistent with these procedural guidelines. The reviewers at the college level are to determine whether the letters of evaluation accurately assess the candidate's performance as documented in the dossier. **Care should be taken to ensure appropriate and adequate input by faculty throughout the college review process.** A letter of evaluation from the dean **and a letter of evaluation from the review committee are** added to the dossier as it is forwarded for review at the University level. The candidate may add a written statement regarding these reviews, to be included in the dossier.

University Review and Recommendation

Each dossier will be reviewed for completeness by the Vice Provost for Academic Affairs **and International Programs**. Where additional information is needed, the candidate's supervisor or dean will be contacted.

Completed dossiers that have received uniformly positive recommendations at the previous levels of review will be forwarded to the Provost and Executive Vice President, who will assure that University-wide standards have been met. In reaching a final decision, the Provost and Executive Vice President may confer with others as appropriate. All dossiers that have received mixed recommendations at the unit or college level will be reviewed by the University Administrative Promotion and Tenure Committee, which is chaired by the Provost and Executive Vice President and consists of the Vice Provost for Academic Affairs **and International Programs**, the Vice **President** for Research, the Dean/Director of Extension Service, and the Dean of the Graduate School.

The purpose of the University review is to ensure that all faculty are held to common standards, and to resolve disagreements in previous recommendations. In cases in which the members of the University Administrative Promotion and Tenure Committee are divided over the final recommendation, or in which their recommendation differs from those of the college or unit, the candidate's dean and supervisor will be invited for discussion.

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Decisions and Appeals

When all necessary reviews and discussions have been completed, the Provost and Executive Vice President will make the final decision. Candidates will be informed of the decision in writing. In the case of a negative decision, the basis for the denial will be stated, along with information on the right to appeal.

Faculty not approved for promotion or tenure by the Provost and Executive Vice President may appeal to the President within two weeks of receipt of the letter announcing the decision. Extenuating circumstances, procedural irregularities that were not considered by the Provost and Executive Vice President, and factual errors in the evaluations are grounds for appeal.

When appealing, the candidate should write a letter to the President stating which of the above criteria for appeal applies, and stating the facts that support the appeal. No other supporting letters will be considered. The President has the right to request additional information.

Return of Dossiers

After the institutional review is finished, the complete dossier is retained temporarily in the Office of Academic Affairs. The dossier is subsequently returned to the appropriate dean, typically at the start of the next academic year. The dean will then return it to the tenure unit, where, after confidential letters have been removed, the dossier is retained as part of the faculty member's personnel files.

Guidelines approved 1995, Revised April 2007.

WAIVER OF ACCESS

Chapter 317 Oregon Laws 1975 (ORS 351.065) provides that a faculty member shall not be denied full access to his or her personnel file or records kept by the State Board of Higher Education or its institutions, schools, or departments.

Oregon Administrative Rule (580-22-075) states that "when evaluating employed faculty members, the Board, its institutions, schools, or departments shall not solicit nor accept letters, documents, or other materials, given orally or in written form, from individuals or groups who wish their identity kept anonymous or the information they provide kept confidential, except for student evaluations made or received pursuant to Rule 580-22-100(5)."

All faculty members, therefore, have a right to view any reviewer's evaluations submitted in connection with the faculty member's proposed promotion and tenure.

Some faculty prefer to waive the right to review evaluation materials requested from on-campus and off-campus reviewers. You may execute the waiver below, if you choose to do so. However, it is not required, and all faculty are entitled to and will receive full and fair evaluation of dossier materials submitted in support of promotion and tenure, including evaluations, whether submitted confidentially or not. You will retain your right of access to written evaluations prepared by your department, college, dean, and the Provost and Executive Vice President, although the confidentiality and identity of other reviewers referred to in these evaluations will be maintained.

[WAIVER OF ACCESS TO SUBMITTED EVALUATION MATERIALS FROM REVIEWER](#)

